

Accreditation Report

**Hanoi School of Business and Management
Vietnam National University, Hanoi**

POSTGRADUATE PROGRAMS

**Doctor of Management of Sustainable Development (DMS),
Master of Business Administration (HSB-MBA),
Master in Management of Nontraditional Securities (MNS),
Master in Management of Technology and Entrepreneurship (MOTE)**

I Procedure

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The **Assessment Report** of the peer-review experts is **based on** the self-assessment report of the Higher Education Institution (HEI) and extensive discussions with the HEI management, deans and/or heads of the departments, heads of study program(s), lecturers, staff representatives, students, and alumni.

The basis of the **Assessment Criteria** is part 1 of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) in the current official version. At the same time the national context, particularly the national regulations regarding the establishment of study programs, are considered.

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II Introduction

The experts would like to thank the representatives of the HEI as well as students that they have taken part in the discussions and willingly shared information and their views during the site visit. The discussions are valuable not only for the assessment of the institution, but also for a better understanding of the legal and sociocultural context of the local higher education system.

Evaluation basis for the peer-review experts is the self-assessment report of the HEI as well as intensive discussions during the site visit with the HEI management, deans and/or heads of the departments, head(s) of the study program(s), study program(s) coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programs and compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG). The ESG standards are applied as main assessment criteria in the international accreditation procedure. In addition, the respective country-specific criteria and standards are considered.

A group of experts was set up, which ensured that all areas relevant to the accreditation procedure (e.g. legal, structural, social etc. aspects) as well as the ESG and national criteria were considered. The peer-review experts include professors, representatives of the professional practice and the student representative. A certificate with the ACQUIN seal is awarded upon accreditation of the study programs.

1 Optional: The Higher Education System in Vietnam

2 Short profile of HEI

Hanoi School of Business and Management (HSB) is a uniquely autonomous School among 13 member schools of Vietnam National University, Hanoi (VNU). HSB was founded on the 13th of July 1995, by prominent late Prof. Dr. Nguyen Van Dao, a beloved teacher and the first director of VNU with the issuance of the Decision 252/TCCB. Since then, HSB has become a pioneering & reputable education center in Vietnam for MBA and executive training. For the last 25 years, generations of HSB lecturers, students, and staff members have tried hard not only to develop HSB but also to transform HSB to become a leading and reliable brand name in terms of interdisciplinary training programs on business and management, and to expand HSB brand to regional countries and worldwide.



3 General information on the Postgraduate study programs

3.1 Program 1: Doctor in Management and Sustainable Development (DMS)

Location	Hanoi School of Business and Management
Date of introduction	2019
Faculty/ department	Faculty of management
Standard period of study (semesters)	6 semesters (full time)
Number of ECTS credits	94 credits (141 ECTS)
Number of study places	5-10
Number of students currently enrolled	20 (Winter term 2022/2023)
Average number of graduates per year	n/a
Target group(s)	Executives
Form of study	Full-time
Tuition fee	330.000.000 VND for the first 3 years 20.000.000 VND/year from year 4

3.2 Program 2: Master in Business Administration (MBA)

Location	Hanoi School of Business and Management
Date of introduction	2014
Faculty/ department	Faculty of Management
Standard period of study(semesters)	4 semesters
Number of ECTS credits	71 (106,5 ECTS)
Number of study places	30
Number of students currently enrolled	93 (Winter term 2022/2023)
Average number of graduates per year	30 (annual)
Target group(s)	
Form of study	Full-time
Tuition fee	150.000.000 VND



3.3 Program 3: Master in Management of Nontraditional Security (MNS)

Location	Hanoi School of Business and Management
Date of introduction	2014
Faculty/ department	Faculty of Nontraditional Security
Standard period of study(semesters)	4 semesters
Number of ECTS credits	69 (103,5 ECTS)
Number of study places	30 (annual)
Number of students currently enrolled	69 (Winter term 2022/2023)
Average number of graduates per year	20
Target group(s)	
Form of study	Full-time
Tuition fee	135.000.000 VND



3.4 Program 4: Master in Management of Technology and Entrepreneurship (MOTE)

Location	Hanoi School of Business and Management
Date of introduction	2021
Faculty/ department	Faculty of Management
Standard period of study(semesters)	4 semesters
Number of ECTS credits	67 (100,5 ECTS)
Number of study places	30
Number of students currently enrolled	21 (Winter term 2022/2023)
Average number of graduates per year	n/a
Target group(s)	
Form of study	Full-time
Tuition fee	135.000.000 VND

4 Results of the previous accreditation (if applicable)

All study programs were examined and accredited by ACQUIN accreditation agency for the first time in May 2023.

5 Results/Summary of the ongoing accreditation procedure

The peer-review experts recommend an **accreditation with conditions** for the cluster accreditation of the postgraduate programs:

Condition 1 (all programs) - Develop the academic character of the programs [ESG 1.2]:

The academic character of the programs requires further development. Besides the well-established development of applicable skills, the theoretical and scientific foundation of all postgraduate programs must be increased. This includes mostly to upgrade all basics courses in the programs.

Condition 2 (all programs) - Develop English as scientific language [ESG 1.2]: The primary language of instruction in the programs is Vietnamese. However, it is necessary to incorporate English as a foundational component of the academic education within the programs. This integration is essential to provide international students with suitable opportunities to pursue their studies effectively. There must be an option of courses taught in English each semester to fit international students' needs.

Condition 3 (all programs) - Documents available in English [ESG 1.2]: All relevant documents and content on the learning platform(s) must be available in English to ensure equitable opportunities for both domestic and international students.

Condition 4 (all programs) - Additional information in the study plans [ESG 1.2]: The given documents need to be updated to showcase workload, research assignments and the respective teaching language.

Condition 5 (all programs) - Additional information published on the website [ESG 1.4]: The published information and application requirements on the website need to provide a suitable and consistent description of entry requirements, the programs, modules, and staff profiles in English. This makes it even more suitable for the different target groups within or outside of Vietnam.

Condition 6 (DMS program)- Additional information in the study plans [ESG 1.2]: The published documents to describe the DMS program must include - module descriptions for the foundational courses, for research topics 1-3, literature and presentation, doctorate dissertation and related literature in English.

Recommendation 1 (all programs) - Include qualitative research and business experiments [ESG 1.2]: Include qualitative research and business experiments should be included in the research methodology to maintain the scientific approach in each program. This is strengthening all research-related activities over time on a postgraduate level.

Recommendation 2 (all programs) - Real choice of electives [ESG 1.2]: To ensure a diverse selection of elective courses for each student, HSB should ensure that every student has the opportunity to choose from a range of individual course options as part of their individual specialization.



III Implementation and assessment of the criteria

The peer-review experts assess the quality of the study programs and compliance with the ESG standards as well as with the national standards. The report must document the assessment of each study program in the cluster, considering each criterion. Depending on the criterion, the assessment of criterion may be appropriate at the study programs cluster level to avoid repetition and better describe general context.

1 ESG Standard 1.1: Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

1.1 Implementation

As a member of Vietnam National University, Hanoi (VNU), HSB has the responsibility to maintain VNU's quality standards as per various binding policies. Being a national institution for higher education and the flagship of the Vietnamese Educational Sector, VNU and its members ensure the high-quality education and training standards. Various official decisions aim to establish a common understanding among stakeholders about education and training quality, with four main components: (1) Quality Management System Structure, (2) Quality Evaluation and Validation, (3) Educational Quality Comparison, and (4) Database for Quality Assurance.

(1) VNU has its Institute for Education Quality Assurance, while HSB has its Centre for Examination and Quality Assurance, responsible for internal quality assurance activities and regular reporting to VNU. (2) According to the second component, all school members should be accredited according to the Ministry of Education of Vietnam's standard or encouraged to seek international accreditations.

(3) The third component promotes benchmarking with top universities worldwide for improvement and further development.

(4) Lastly, VNU utilizes a database administered by the Institute for Education Quality Assurance, integrating information about programs, learning outcomes, subjects, lecturers, students, and equipment for quality control. Regular monitoring and inspection of quality assurance implementation are conducted by the Legal and Inspection Division of VNU, in collaboration with the Institute of Educational Quality Assurance.

The last component involves a database used by VNU for quality assurance, managed by the Institute for Education Quality Assurance. This database integrates program information, including descriptions, learning outcomes, subjects, lecturers, students, equipment and so on. The Legal and Inspection Division of VNU, along with the Institute of Educational Quality Assurance, regularly monitors and inspects the quality assurance implementation of each school member – so as HSB.

HSB provides guidelines to its internal stakeholders, including lecturers, learners, administrative staff, alumni, and employers to collect individual feedback with an online survey for each individual stakeholder. The Institute for Education Quality Assurance implements this process for improvement purposes. HSB's Centre for Examination and Quality Assurance, with support from the Postgraduate Programs Management Office (POMO) and Undergraduate



Programs Management Office (UPMO), handles the process internally and for submission to VNU's quality assurance portal or internal communication.

1.2 Assessment

HSB prioritizes quality assurance as a crucial element of its academic strategy, ensuring high-level education and support for national and international students in Vietnam. The institution has a robust quality assurance framework in place, involving regular monitoring, evaluation, and continuous improvement initiatives for academic programs and student services. Various tools, including student surveys, faculty evaluations, personal feedback, and academic audits, are utilized to assess program and service quality.

Transparency and accountability are paramount at HSB, as evident from regular reporting and information dissemination on academic programs and services. This fosters trust among stakeholders on the one hand and identifies areas for further development and improvement on the other hand.

Through document analysis, website research, and discussions with university stakeholders during the online visit, it is evident that HSB places significant effort on quality assurance and continuously refines measures to monitor university's internal quality together with VNU as the strategic partner. The primary objective is to enhance the effectiveness and improvement of programs, teaching, and administrative support services. The institution follows a comprehensive Quality Assurance Manual (QAM) accessible to all staff members. Involvement of faculty and staff committees ensures reliable implementation of the quality policy. HSB also gathers student input through regularly planned surveys, gaining a comprehensive perspective on its work and maintaining a well-established quality assurance policy and system.

Overall, HSB's commitment to quality assurance ensures that its academic programs and specialized services consistently meet the requested standards for an international accreditation. This dedication to quality enhances the institution's reputation, attracts top talents, and equips students with the knowledge and skills needed for successful careers in national and international companies.

1.3 Conclusion

The criterion is **fulfilled**.

2 ESG Standard 1.2: Design and approval of programs

Institutions should have processes for the design and approval of their programs. The programs should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a program should be clearly specified and communicated and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

2.1 Implementation

2.1.1 General aspects

VNU encourages its school members to continuously innovate and develop academic programs that align with the needs of a dynamic and globalized world. HSB, as an institution training business leader for local and global companies, understands this imperative and designs innovative, up-to-date, and practical programs. The program design of all postgraduate programs of this accreditation have approval adhere strictly to the VNU process and comply with the Vietnamese Qualifications Framework, ensuring that the number of credits given is appropriate.

According to VNU guidelines, academic programs should be interdisciplinary, innovative, and aligned with the institution's strengths, development plan, and societal demands. School members must meet crucial requirements, including credit amount, availability of qualified lecturers, suitability, and infrastructure. A standard Master's program typically consists of 67 to 71 credits (100 to 106 ECTS), while the doctoral program DMS, requires an additional 25 credits (35 ECTS). This commitment to excellence ensures the postgraduate programs in the category of high-quality programs within HSB.

2.1.2 Program 1: Doctor in Management and Sustainable Development (DMS)

Offered by the Hanoi School of Business and Management (HSB), Vietnam National University, Hanoi (VNU) since 2019, the Doctor in Management and Sustainable Development (DMS) with 94 credits (141 ECTS) aims to help the students develop a critical understanding and research skills of the emerging and complex issues that challenge the frontline of sustainable development.

As a highly competitive program with a limited intake number of 5-10 students annually assigned by VNU, DMS attracts experienced applicants from both non-academic and academic applicants. Apart from ones with rich research backgrounds, the non-academic applicants are usually leaders and high-level managers from the private and public sectors. The requirements for successful completion of the DMS program have become stricter over time to meet up with international standards. According to Decision 3638/QĐ-ĐHQGHN, to eligible complete the DMS programs, the candidate must claim at least 2 points for their publications. Among the publications, at least one must be published in a reputable international journal, those listed with the ISI/Scopus indexes. If the preferred international journal does not account for 2 points, the students could add up a local specialized scientific journal that ranks at a minimum of 0.75 points. The accumulated points from the journal are determined by the regulations from the State Council for Professorship.

PhD-students benefit the most from the Faculty Development Policy, especially those who follow the academic career path. The students have frequent opportunities to learn not only from HSB senior lecturers but also from international scholars through formal events and unofficial occasions. This has been done with two main objectives. One is to improve their teaching, research and also publishing skills in top journals and the other is to expand their global academic network.



2.1.3 Program 2: Master in Business Administration (MBA)

The Master of Business Administration was established and implemented in January 2014. Fully taught in English, HSB-MBA has met the training requirements in the business world both from a personal point of view and a corporate point of view. The program is well known not only in Vietnam but also noticeable internationally over time. Every year, the program receives students from different countries other than Vietnam such as the US, China, South Korea, and others.

HSB MBA is a research-oriented program where its students are required to conduct research for their graduation thesis. Each student will be accompanied by a supervisor whose research background and/or practical experience are relevant to the thesis topic that the student would like to work on. Students are also motivated to bring back practical examples that could later also be developed further to be part of the theses and therefore directly related to the students' function, industry partner, or country. The MBA program is currently the most diversified program within HSB. It does not only attract students from countries outside of Vietnam but also from a vast range of companies in several industries in the country. In this program there is the highest number of foreign students with a percentage of 27,3% in the 2022 intake.

2.1.4 Program 3: Master in Management of Nontraditional Security (MNS)

The Master in Management of Nontraditional Security (MNS) was established and implemented in 2014, based on the Decision of VNU, Number 345/QĐ- ĐHQGHN. This is the first time the field of Nontraditional Security is taught in Vietnam reflecting the innovation DNA of HSB. MNS was designed to equip learners with sufficient knowledge and tools to identify Nontraditional Security risks such as pandemics, terrorism, cybersecurity, food security, energy security, etc., and to respond effectively to them. The MNS program has attracted leaders from both the public and private sectors. The program is fully taught in Vietnamese. On the 17th of October 2020, HSB, and VNU organized the first ASEAN Cooperation Forum on Management of Nontraditional Security (ACF-MNS) with the consent of the Prime Minister and support of the Office of the Government, the Ministry of Foreign Affairs, and the Ministry of Public Security. The international event attracted scientists, politicians, and business leaders from ASEAN countries and many others marking a new development for MNS.

By intensely tapping into the nontraditional security issues that society encounters, i.e., Pandemics, Cybersecurity, Human Security, Food Security, etc., MNS addresses the urgent needs of the local business community and government agencies, which is finding resolutions to those issues and more importantly, to be able to prevent and minimize those risks. The program has been attracting attention from top leaders in both public and private sectors.

The MNS is a research-oriented program where its students are required to conduct research for their graduation thesis. Each student will be accompanied by a supervisor whose research background and/or practical experience are relevant to the thesis topic that the student would like to work on. Students are also motivated to bring back practical examples that could later also be developed further to be part of the theses and therefore directly related to the students' function, industry partner, or country.



MNS attracts students from a wide range of industries and companies, especially from the Public Administration Sector, with close to 50% of the MNS students. The MNS students are also very senior. Nearly 50% of them have more than 7 years of working experience. This creates a very good learning environment and networking opportunities for all participants. The school is expected to improve the balance and increase the number of female students, as the current ratio is 13%.

2.1.5 Program 4: Master in Management of Technology and Entrepreneurship (MOTE)

The Master in Management of Technology and Entrepreneurship (MOTE) was established and implemented in August 2020, following the Decision 2367/QĐ- ĐHQGHN. The MOTE program was designed as a result of years of experience in management education, inspired by constant and valuable feedback from corporate leaders and managers who are either HSB students or partners. MOTE addresses the current training needs of the industry in the 21st century where technology management and entrepreneurial spirit play an essential role in the organizations. Despite being a new program, MOTE taps into the urgent needs of the local business community which is digital transformation and technology management. The program objectives and prospects has been attracting attention from top leaders and notorious corporations in Vietnam and converted them into some of MOTE's first students.

Also, MOTE is a research-oriented program, where its students are required to conduct research for their graduation thesis. Each student will be accompanied by a supervisor whose research background and/or practical experience are relevant to the thesis topic that the student would like to work on. Students are also motivated to bring back practical examples that could later also be developed further to be part of the theses and therefore directly related to the students' function, industry partner, or country.

MOTE program attracts students from a wide range of industries and companies. The MOTE students are also very senior in terms of work experience, 50% of them have been working for more than 7 years. This depth facilitates a very good learning environment and networking opportunities for all participants. would like to improve is increasing the number of female students, the current ratio is 14%.

2.2 Assessment

2.2.1 General aspects:

HSB demonstrates a strong commitment to nurturing young and experienced talents, preparing them to become or stay leaders and managers in both public and private sectors. The institution actively engages with the industry and public sector through internships and guest lectures, ensuring real-world relevance in its programs. HSB's defined Mission, Vision, Core Values, and Student Core Values have been developed in collaboration with experts, students, and parents, emphasizing the institution's focus on people.



The program proposal for each of the postgraduate programs went through an HSB-internal evaluation process by a council of 9 to 11 experts each, ensuring its feasibility, suitability, and social relevance. HSB aligns its programs with the European Qualifications Framework and Vietnamese Qualifications Framework, demonstrating a commitment to meeting international educational standards. Additionally, students explore basic political courses focusing on Marx and Lenin philosophy when entering the program from the first semester, this is only relevant for national students and does not affect international students during their mobility semester.

While research activities are relatively limited in the undergraduate programs, the focus changes within the postgraduate programs. Here it aligns well with its scope, providing students with adequate exposure to research projects and tools. Quality assurance is a central aspect of HSB's approach, with students actively participating in the evaluation process through individual feedback after each semester and in each module. The institution follows a detailed three-step process, encompassing teaching quality ranking, self-assessment reports by lecturers, and assessment by the Rector's Board.

HSB actively strives a strong alumni network with a supporting “Alumni Club” and maintains close ties with the industry, providing valuable opportunities for internships and guest lectures. The institution's Center for Innovation and Entrepreneurship fosters collaboration and offers students a platform to engage in projects and startup ideas. All study programs are designed so that further development happens together with the students and alumni as part of the most relevant stakeholders for each program.

Nevertheless, the academic character of the programs requires further development. Besides the well-established development of applicable skills, the theoretical and scientific foundation of all postgraduate programs must be increased. This includes mostly to upgrade all basics courses in the programs. **[Condition 1 - Develop the academic character of the programs]**

This also relates to the implementation of English as the second language for all relevant documents available for international students. The primary language of instruction in the programs is Vietnamese. However, it is necessary to incorporate English as a foundational component of the academic education within the programs. This integration is essential to provide international students with suitable opportunities to pursue their studies effectively. There must be an option of courses taught in English each semester to fit international students` needs. **[Condition 2 - Develop English as scientific language]**

The study plans for the programs are currently still geared towards the national exchange of students in Vietnam itself. The module handbooks therefore need to be revised and updated regularly and fit international standards. Above all, the adjustments must be considered to fulfill the individual mobility semesters of students from international universities This must include the course descriptions, planned semester, workload (ECTS conversion + contact hours), taught language, all examination requirements, study goals and qualifications and the respective module coordinator, etc.). To align with international standards, it is also important that HSB improves in the structure of the programs and implements clear and specific objectives for each semester, outlining the intended learning outcomes and goals. This will provide students with a more structured and purposeful academic experience for each program. **[Condition 3 and 4 – documents available in English and additional information in the study plans]**

To strengthen qualitative research and business experiments over time, more research topics should be included in the research methodology to maintain the scientific approach in each program. This is strengthening all research-related activities over time on a postgraduate level. **[Recommendation 1 - Include qualitative research and business experiments]**



To ensure a diverse selection of elective courses for each student, HSB should ensure that every student has the opportunity to choose from a range of individual course options as part of their individual specialization to fit individual future needs of the students together with their respective business and companies, they work at. This could be organized together with VNU and implemented interdisciplinary or in a way that there are main (fixed) electives and at least a smaller number of individual electives available for students. **[Recommendation 2 - Real choice of electives]**

By incorporating these references, HSB can enhance its program's alignment with ESG criteria, promoting transparency, educational quality, and holistic student development.

2.2.1 Program 1: Doctor in Management and Sustainable Development (DMS)

The PhD-program DMS is structured to impart competencies in personal, professional, methodical, and social domains. The program consists of five phases, focusing initially on foundational sustainability concepts and research methodology, followed by individualized electives in phase 1. Phases 2 and 3 concentrate on developing the doctoral thesis topic, while phases 4 and 5 center on the final thesis. Notably, the program offers structure yet grants flexibility for individual academic development in phases 3, 4, and 5.

Aligned with the core values of the HSB and VNU, the DMS program is interdisciplinary, innovative, and addresses general needs related to sustainability and social responsibility on an international and national level.

The program's design and approval process adhere to transparent, well-documented guidelines, encompassing 8 distinct steps in accordance with VNU regulations. The involvement of internal and external stakeholders, including professors from other universities and industry partners, is crucial during the development phase. Stakeholder input is gathered through surveys and conferences, shaping the program's objectives, and learning outcomes.

Given that many PhD-students in the DMS program hold full-time jobs, the curriculum is predominantly delivered on weekends through block seminars, supplemented by self-study during weekdays. The workload is considered appropriate, and the standard study period is 3 years, with flexibility for up to 5 years to accommodate individual circumstances.

After graduation, there are various job opportunities reaching from becoming a lecturer at a University, conducting a scientific or academic career within the private sector and government institutions or work as a consultant in the field of sustainable development.

HSB is preparing PhD-students well within the program to become research-oriented leaders who are already working either in government or private businesses. The mission statement is clear, and fits to the overall strategy of HSB, which is compellingly determined to offer a theoretical and research-based program. The structure of DMS has been carefully planned, with a significant involvement of external expertise from top international academic institutions, and with a thorough participation of stakeholders, both from the public and the private sector, that have worked based on carefully formulated and identified needs. Students have been



involved in designing the curriculum and are happy with it, as the experts could see this in the discussions.

However, a key area for improvement lies in the design and approval process, particularly in ensuring comprehensive and transparent module descriptions, including consistent documentation of language information. Given the program's international and interdisciplinary focus, English should be the predominant language of instruction and documentation besides Vietnamese. Besides all information in the study plans, all documents required for international students need to be updated and show the module descriptions for „the foundational courses“, the module descriptions for „research topics 1-3“, the module descriptions for „literature and presentation“, the module descriptions for „doctorate dissertation“ and the related literature in English (e.g. “module 8006”). **[Condition 6 for DMS program]**

2.2.2 Program 2: Master in Business Administration (MBA)

HSB aims to become one of the top 500 universities globally within the next decade, with additional goals of a 10% increase in student enrollment by 2030 and ongoing enhancement of research and program quality. To achieve these objectives, the university focuses on offering an appealing English-based MBA program to attract a diverse student body. The commitment to excellence is ingrained in internal stakeholders, including management, staff, and students. The school leverages its extensive network, high reputation, and active involvement of industry stakeholders and students in program development.

The three-way feedback system involving close cooperation with the program secretary, lecturer evaluations at the end of each term, and official channels for complaints ensures continuous improvement in the study program. Industry partners play a crucial role in choosing research and thesis projects, contributing to curriculum design, and providing financial support to students in need.

The MBA program is designed for work-experienced managers, featuring a well-structured curriculum delivered in block-wise courses ending with individual exams. Admission criteria include multiple years of work experience, and participants are typically sponsored by their employers. While specific career opportunities for graduates are not emphasized, the extensive network of industry partners and alumni offers potential opportunities.

The program emphasizes high standards, reflected in the demanding admission process and the requirement for personal readiness and given workload. The core values of "will, love, and duty" align with students' commitment to the challenging program.

Notable positive aspects include the program's alignment with MBA standards, a dedicated staff focused on continuous improvement, and a supportive environment for student success. However, there are areas for improvement, such as formalizing descriptions for research assignments and the thesis, enhancing choices available during accreditation, providing a transparent semester plan, and addressing language barriers, in some courses for non-Vietnamese speakers. While stakeholders express a desire for more international lecturers and advanced content, the overall impression of the MBA program is positive.



2.2.3 Program 3: Master in Management of Nontraditional Security (MNS)

HSB is preparing MNS-students well within the program to become practice-oriented leaders who are already working either in government or private businesses. The mission statement is clear, and fits to the overall strategy of HSB, which is compellingly determined to offer a theoretical but also research-based program. The structure of MNS has been carefully planned, with a significant involvement of external expertise from international academic institutions, and with a thorough participation of stakeholders, both from the public and the private sector, that have worked based on carefully formulated and identified needs. Students have been involved in designing the curriculum and are happy with it, as the experts could see this in the discussions. The program is per se interesting, innovative, and complete.

The study program is designed for a very intensive part-time commitment and states a collaborative effort with private and public institutions participating in the program. It ensures a transparent and well-defined student workload over the semesters. Unlike traditional internships, the program emphasizes research and fieldwork, aligning with the Council of Europe's higher education objectives, particularly in personal development and fostering research and innovation within.

One notable feature is the well-integrated research training activity in the curriculum. However, the internationalization aspect, though initiated in the current academic year, faces challenges with the limited availability of courses in English. This creates some boundaries for international students in their mobility semester. While the program primarily focuses on local personnel growth with a regional emphasis on the Hanoi area, students express a desire for a more extensive offering of courses in English, what also seems to be a good development for the future. Although there has been continuous curriculum enhancement, further efforts are required, especially in enhancing internationalization requirements to meet the evolving needs of the program.

The criterion is generally fulfilled, with minor corrections on enhancing internationalization. By offering more English courses in the curriculum and describing them clearly in the semester structure, the program is well-planned for future students and the requirements of the industry.

2.2.4 Program 4: Master in Management of Technology and Entrepreneurship (MOTE)

The MOTE program at this stage shows a convincing and comprehensive study design, seamlessly integrating qualification objectives into the institution's mission statement and overall strategy from HSB and VNU.

The program boasts a well-structured approach, with courses focusing less on general knowledge, but predominantly to practice-oriented knowledge and partly research in the main approach of the study program. Topics have a broad variety on Economics, Law, and Business Administration Knowledge, as well as Technology and Technology Management Knowledge for enterprises. This wide range of content is equally weighted in the compulsory modules. Additionally, students also need to choose six elective courses out of a module catalogue with 18 courses. This determines possibility for students to focus on their individual academic career within the curriculum. The program culminates in three research assignments and a



Graduation thesis, further preparing students for real-world challenges at the intersection of business and technology in a higher management position.

The overall structure of the program aptly equips students for the demands of the professional practice, addressing the exchanges between business and technology effectively.

Qualification objectives are clearly defined as learning outcomes, encompassing both disciplinary and interdisciplinary goals, as well as personal development targets. These objectives align adequately with the requirements of the professional field and meet the expectations of a Master-level program. The program's structure significantly contributes to achieving these defined objectives.

Moreover, the degree adheres to both national and international standards. HSB employs a well-defined process for revising the study program, considering factors such as student workload, feedback from students, alumni, and industry representatives. This thoughtful approach ensures ongoing improvement and relevance of the program to meet evolving demands in the practice.

2.3 Conclusion

The criterion is **partially fulfilled**. The expert's group gives the following conditions and recommendations:

[Condition 1]: The academic character of the programs requires further development. Besides the well-established development of applicable skills, the theoretical and scientific foundation of all postgraduate programs must be increased. This includes mostly to upgrade all basics courses in the programs.

[Condition 2]: The primary language of instruction in the programs is Vietnamese. However, it is necessary to incorporate English as a foundational component of the academic education within the programs. This integration is essential to provide international students with suitable opportunities to pursue their studies effectively. There must be an option of courses taught in English each semester to fit international students' needs.

[Condition 3]: All relevant documents and content on the learning platform(s) must be available in English to ensure equitable opportunities for both domestic and international students.

[Condition 4]: The given documents need to be updated to showcase workload, research assignments and the respective teaching language.

[Condition 6]: (DMS program): The published documents to describe the DMS program must include - module descriptions for the foundational courses, for research topics 1-3, literature and presentation, doctorate dissertation and related literature in English.

[Recommendation 1]: Include qualitative research and business experiments should be included in the research methodology to maintain the scientific approach in each program. This is strengthening all research-related activities over time on a postgraduate level.

[Recommendation 2]: To ensure a diverse selection of elective courses for each student, HSB should ensure that every student has the opportunity to choose from a range of individual course options as part of their individual specialization.



3 ESG Standard 1.3: Student-centered learning, teaching, and assessment

Institutions should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

3.1 Implementation

Currently, HSB comprises three faculties: the Faculty of Management, the Faculty of Marketing, and the Faculty of Nontraditional Security. Altogether, these three faculties offer eight programs, including four Bachelor's, three Master's, and one Ph.D. program. The institutions aim to equip students with current knowledge and practical experience, contributing to society's sustainable development in an ethical and responsible manner. Each faculty maintains responsibility for ensuring its lecturers meet high teaching standards, covered by VNU. Student-centered learning is emphasized throughout, encompassing curriculum design, teaching methods, and assessment practices. The primary objective is to secure students' success not only during their studies but also throughout their careers. In addition to academic knowledge, HSB encourages activities that provide students with practical, real-life experience and the essential soft skills for the professional world. Technology plays a significant role in enhancing the learning experience and related activities. To support the ongoing development of full-time lecturers and academic staff, participation in internal and external workshops and seminars is strongly encouraged. For example, there is a training workshop to enhance innovation and improving quality and Teaching Methods, which focuses on enhancing teaching skills and ensuring students benefit from lecturers' additional knowledge. Regular feedback sessions and surveys are conducted to gather students' assessments of lecturers, practicality, and suggestions for enhancements. The outcomes, disseminated during routine workshops, form the basis for lecturers to learn from one another and maintain the quality of their individual classes. Critical feedback may lead to significant program modifications or improvements, which, if affecting the program's structure, would be reported to an internal expert team. This team would then analyze and define solutions, to be proposed to the HSB Scientific & Training Council. Less critical feedback, suggesting minor improvements, is directly communicated to the Program Directors for swift consideration and action. Frequent feedback collection is crucial for HSB to enhance the competitiveness of its programs and align them with the evolving demands of the educational market. HSB also organizes company information sessions, during which interested companies provide workshops and conduct on-the-spot interviews with prospective student interns.

Online classrooms

For online classes, especially during the Corona pandemic, MS Teams was used frequently to implement distance learning opportunities. Even after the pandemic, HSB still use the new knowledge for special occasions such as international events, guest speakers, or visiting scholars that reside outside of Hanoi and/or Vietnam. HSB-students can use Office 365, including MS Teams accounts from Microsoft free of charge for educational purposes, as long as they are officially enrolled. Online class rules were created to maintain a positive and disciplined online learning environment. The students are requested to connect to the MS Team Classroom which was previously created 10 before class starts. During class, students'



cameras should be turned on while microphones should be turned off to make ensure a good learning environment for all students.

Soft Skills

Developing soft skills for students is another focus of HSB. Students in all programs are regularly requested to do group projects and presentations in both languages (English and Vietnamese). Many projects require students to conduct research in which they will need to gather data from companies and provide their analysis, and solutions to real world problems based on the tools and knowledge gained from the course to present in front of the class or their peers. This type of activity also helps students to build up their leadership, teamwork, communication, and time management skills.

E-Learning Platform

HSB developed an internal online platform to facilitate the learning and teaching process. The users are the students, the lecturers, and the secretary of the programs. Students and lecturers would be organized from the database into the respective courses. The lecturers would upload their teaching materials for the students' reference. The platform also allows the lecturers to design, and schedule the exams such as multiple-choice, questions, and essays. The secretary of the programs will assist the other two parties with any matter and will also use the data for reporting purposes.

Special support for MA-students

Additionally, each cohort will have an Academic Advisor. Together, the academic progress of the students through the university's academic portal system and information systems can be monitored and will be taken into account when there are unusual results that may lead to failing the study program. HSB is also providing advice for an individual learning journey, and career objectives, especially once they struggle with academic activities. However, this is only applicable to postgraduate students when they request this support.

Housing and Social Life

During academic weekdays, students have access to various visible cafeterias, canteens, and food stalls on the campus, which can be used by all VNU students from all schools. Dormitories are closely located in an area with apartments, cafes, food stalls, and shops offering basic utilities. Parking lots are provided to students using personal vehicles to the campus. Additionally, HSB has its cafeteria called CLC (Coffee Learning Club) which is located next to its library. CLC is where students can meet to study, take a lunch break, have fun together and even share business ideas and acts as spot for social exchange.

Scholarships:

HSB Undergraduate and Postgraduate programs facilitate the students to stay motivated and encouraged throughout their studies in the school. Available scholarships come from various sources which are offered by HSB, VNU, and organizations, including those companies of alumni or current postgraduate students. Scholarships are either administered by HSB itself or from external funds. Any student can apply for these financial opportunities.



3.2 Assessment

HSB mandates a wide array of learning activities that cater to different facets of the students' educational journey and life cycle. These activities encompass traditional lectures where students receive valuable insights from professors, practical sessions that offer hands-on experience, and independent study that encourages self-driven learning for specific research activities. This diversity in learning approaches contributes significantly to the holistic development of students, ensuring they are well-prepared for various challenges in both academic and professional spheres.

The school maintains a rigorous assessment process, encompassing a variety of models and formats to evaluate students' progress. However, there is room for improvement in terms of documenting and effectively communicating the assessment criteria to exchange students. Clarity and transparency in these criteria are very important to ensure that students understand the expectations and grading standards. By enhancing the communication of assessment criteria, HSB can facilitate a more equitable and effective learning environment.

In summary, HSB's commitment to providing a diverse range of learning activities, coupled with its dedication to assessing and enhancing teaching quality, forms a strong foundation for the students' educational journey. Addressing the language barrier in assessment documentation and further improving the communication of assessment criteria could contribute to an even more inclusive and effective learning environment and motivate students even more to be actively involved in HSB's development process and the academic body.

3.3 Conclusion

The criterion is **fulfilled**.

4 ESG Standard 1.4: Student admission, progression, recognition, and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g., student admission, progression, recognition, and certification.

4.1 Implementation

In common practice with other educational institutions affiliated with VNU, HSB submits an annual proposal to VNU outlining a targeted student recruitment quota. This proposal is based on HSB's demonstrated capacity to accommodate students and is mindful of external factors that might influence student numbers, such as the ongoing pandemic, which shifted HSB generally to integrate more online learning activities. The student recruitment and admission selection process at HSB is characterized by its commitment to fairness, accountability, and transparency. On one hand, it serves the vital purpose of identifying and nurturing new talents while offering support to those with financial needs. On the other hand, it upholds the principle of equal treatment for all students, irrespective of their race, ethnicity, gender, or religion.

Admission

The admission process for postgraduate students consists of a few formalized steps. It starts before the academic year and is facilitated through an own CRM system. Approved student



applicants enroll by following a structured procedure, including creating an account, filling out a personal information form, uploading required documents, and checking related fees. The required level of English is certified by TOEFL or TOEIC. HSB staff is checking all information and approve students that fulfill the individual requirements. Subsequently, students who paid the fees receive the HSB identity card and a user ID with password to enter the academic portal. Within this CRM-system, all information is stored, processed, and tracked school-wide for all students throughout their studies. This integrated approach ensures a comprehensive and efficient management of student information at HSB.

Student Progression

Once the (international) students are admitted to a respective program, they will participate in an orientation event where they will get to know the culture of the school, and their new classmates as well as be equipped with some fundamental skills that are required for their academic success at HSB. Each of the programs will be assigned a secretary who will oversee learning schedule organization and coordination. Scholarship, student exchange, guest speaker invitations, and other related events. The Secretary also acts as the assistant to the Lecturer invited to teach any subject of the program she is managing. International students will be given more support to quickly find their way around the school and cultural differences.

Recognition and Certification

Students enrolled in HSB's postgraduate and postgraduate programs will be entitled to receive VNU's certificate respectively once they meet the requested requirements, mostly exams. The format of the Certificate is issued by VNU and will be co-signed by HSB's Rector, co-signed and sealed by VNU's Director. International students will receive an individual learning agreement and a study plan to make sure, they are aware of the requirements to achieve their individual study goals.

Offices and Student Affairs:

Student engagement is a very crucial topic for HSB's activities, where students both enjoy various benefits and shoulder responsibilities. The Student Affairs Office at HSB, serving as a vital support unit, ensures that all aspects of student life are well-managed, creating a well-balanced learning experience. This office not only addresses student concerns but also plays a crucial role in advancing their career development, facilitating internships, and job placement opportunities through an annual job fair. During this event, companies are invited to HSB's campus to directly interact with and recruit promising talents to further their organizational growth.

4.2 Assessment

HSB is equipped to handle national and international requirements by students in the admission- recognition- and certification process. HSB regularly communicates the admission requirements to interested students, ensuring that all applicants are informed in the best possible way. This also includes international students that have specific needs within HSB-environment. Digital communication channels are mostly used to reach out to most potential students, while individual requests will also be taken over by individual calls or face to face meetings on campus. HSB has established well-defined admission criteria and an objective admission process that upholds fairness for every candidate. Within a comprehensive student



information system, all relevant data are collected to ensure a robust system for monitoring data on the individual student progress, leveraging and efficient communication channels.

The commitment to international standards is reflected in the recognition procedures, which guarantee transparent standards in evaluating higher education qualifications, study periods, and prior learning experiences. When students successfully complete their programs, they receive comprehensive graduation documents. These documents provide detailed insights into their degree program, including the qualifications achieved, the learning outcomes attained, and additional information about the university degree.

Nevertheless, international students even more need to be able to rely on the planning for a semester abroad being implemented as planned in their home countries. For this purpose, all relevant documents (e.g., syllabus, application requirements, examination requirements, individual program information, e-learning requirements, library information, etc.) for the semester planning at HSB also must be consistently available in appropriate English. Yet not all relevant documents were translated in English and made public to be found from international students. This makes it even more suitable for the different target groups within or outside of Vietnam. **[Condition 5]**

4.3 Conclusion

The criterion is **partially fulfilled**. The expert's group gives the following condition:

[Condition 5] – Additional information published on the website (all programs)

All documents and application required for international students need to be available and published in English.

5 ESG Standard 1.5: Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

5.1 Implementation

As a business school in Vietnam, HSB is committed to upholding a high international standard in both teaching and research endeavors. HSB takes care in assembling a highly qualified team of academic staff, each exemplifying five official key qualities: Ethics, Responsibility, Teaching, Research, and English proficiency. Moreover, lecturers with international experience are particularly prized as they contribute to the dynamic nature of the classes and research focus. Currently, 81% of the lecturers have established their academic background abroad, primarily from developed countries in Northern America, Europe, and Asia-Pacific.

As a member of VNU, HSB adheres to VNU's Guidelines on Recruitment, Use, and Management of Employees. For prospective candidates seeking to join HSB's faculty, the application process involves four essential stages: Application submission, document assessment, interview, and final selection. Through this rigorous selection process, HSB ensures that all successful applicants meet stringent criteria and are align with the vision for academic excellence of VNU.



HSB is recognized for its commitment to promoting a learning environment that promotes global perspectives and prepares students to excel in today's interconnected world. The institution is ambitious to maintain high standards in both teaching and research, establishing its reputation as a leading institution in the field of business education in Vietnam.

5.2 Assessment

The Hanoi School of Business and Management demonstrates commendable efforts in providing an adequate number of lecturers for the Postgraduate programs. The teaching staff primarily consists of full-time professors, well-supported by visiting lecturers and teaching staff, ensuring effective implementation of the study programs and an appropriate curricular workload for lecturers.

The lecturers exhibit a high level of commitment, establishing an environment of intensive student supervision. Students report a very good support system, with readily available contact persons and supervisors on different levels of teaching and administration for all stated programs.

HSB maintains a notable international educational standard in both teaching and research. The lecturers display exceptional professional, methodological, and didactic qualifications, with around 80% of the faculty having received academical foundation abroad, predominantly from western countries with a high attempt in internationalization of their programs itself.

The institution boasts transparent procedures for recruiting lecturers and a mechanism to ensure the quality of external lecturers, guaranteeing that all lecturers meet the requirements of the study program, even though the development of the program was a very prominent topic in the internal discussions. This is particularly noteworthy.

HSB's Faculty Development Policy is compelling, fostering the professional growth of its lecturers through comprehensive training opportunities. The institution actively encourages academic staff to continuously enhance their knowledge, research, and teaching skills on an international level. Most of the courses in the study programs are taught in English. However, since most of the students are currently Vietnamese, there is always the risk that discussions and conversations will be held in their respective mother tongue. One can only encourage the staff to conduct as much interaction and conversation with the students as possible in English to increase the students' language skills in speaking, writing, and academic thinking. This especially applies for future scenarios with more and more international students keep up with topics only in English and without the possibility to switch back to Vietnamese for further explanation.

5.3 Conclusion

The criterion is **fulfilled**.



6 ESG Standard 1.6: Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

6.1 Implementation

General aspects:

HSB is located within the VNU, Hanoi campus, along with other member schools, with a land area of approximately 3.000 square meters. HSB shares the campus facilities that could be used by all students from all faculties and programs, such as the indoor multipurpose area, outdoor football fields, tennis courts, basketball courts, ATMs, library, coffee shops, and restaurants. Within HSB building, there is the Institution of Nontraditional Security (INS), academic functional rooms, and 7 lecture rooms. The average lecture room has a capacity of 100 students. Those lecture rooms could comfortably accommodate the lecture activities. Normally, on weekdays from 8 AM to 5 PM, rooms are used for undergraduate students, and on the weekends, during the same period, for postgraduate students. This means that their study schedule is designed as per clients' requests. There are also 3 meeting rooms used for small seminars and meetings. All rooms have projectors, whiteboards, air conditioning, and adequate light and ventilation.

Administrative student support

Students' complaints are taken care of by the Secretaries of the Program for both undergraduate and postgraduate programs. There are four levels of authority to deal with this kind of situation, depending on their complexity and consequences. The four levels are the Secretary of the Program, the Academic Advisor, the Director of the Program, and the School Board of Management. Students will need to send a complaint email to initiate the process. Students can also reach out to HSB more discretely via phone hotlines for many other matters anonymously.

Students' progress is monitored in the E-learning system where their academic performance, program, course, and exam details are recorded. The system is a new initiative adopted recently since the management of HSB has decided to digitize internal processes.

Rooms and campus entry

Lecture room planning is jointly carried out by the Secretary of the programs and the administrative office. Most of the postgraduate classes are conducted during weekdays while postgraduate classes are on the weekend. Rooms are still available at night, should there be extra needs. This must be agreed upon in advance.

Library

Learning materials are vital for students' learning experience and success. The advantage of being a school member of one of the largest Universities in Vietnam facilitates students with access to the VNU library online and offline where they can request business and business-related books for their class or research activities. The students can also visit HSB's library with nearly 2000 local and international books located next to the campus. HSB is also a subscriber of Harvard Business Review which is one of the most updated business knowledge sources in the world that could be used effectively for teaching and research purposes.



IT-Service

HSB has been putting effort with emphasis on its IT infrastructure development. Currently, students, lecturers, and staff could have access to free high-speed Internet (800MB/s) anywhere on campus. The current broadband allows up to 900 people to connect to the Internet at once. All classrooms are fully equipped with projectors and air conditioners to offer the most comfortable learning environment.

6.2 Assessment

HSB is fully committed to ensuring that support staff can continually develop their knowledge, professional skills, competencies, and expertise. The professional development of faculty staff is achieved through training workshops and professional seminars. In the last five years, HSB organized several training workshops and seminars for the professional development of its faculty members and staff. Organizational and financial support is added by VNU.

All HSB members can also access the resources by VNU, managed on campus. The existing library contains a broad variety of international scientific books and magazines which are closely linked to the running undergraduate and postgraduate programs. Via internet there exists a wide excess to local and international libraries. The use of the library is rated as very good by the students, but the physical book stock should still be updated in the long term, especially with a variety of international scientific literature. However, online access to the library and online databases is very good. Students can download the required literature for their studies, their preparation for the exams and for the preparation of their thesis at any time and if the files are digitally available. HSB also uses plagiarism software to ensure the originality of students' work. HSB's teaching and learning infrastructure is adequate and sufficient to meet the qualification objectives of the programs being accredited. Also, the size of the faculties is at a good size for the study programs and lead to an environment of flexible and open communication.

Proper human resource and financial management is critical to the success of HSB by ensuring that the institution's resources are used effectively and efficiently to achieve its strategic objectives. The room and material equipment are appropriate and up-to-date and is described by the students in the interviews as satisfactory. The expert group was able to convince itself of the spatial conditions and framework conditions as well as the equipment during the inspection of the premises. The available spatial, material, and technical resources are well suited for the adequate implementation of the study program. HSB's financial management included establishing clear financial policies and procedures, ensuring effective and efficient management of financial resources, and regular reporting and analysis of financial performance. The financial resources or the budget and material resources are appropriate for the study program objectives and are secured for the period of accreditation. HSB established policies and procedures for managing its financial resources that helped ensure that resources were used effectively and efficiently. Considering the advancing digitalization processes, HSB could offer even more student services online to its students, but already is on a good way in 2023.

6.3 Conclusion

The criterion is **fulfilled**.



7 ESG Standard 1.7: Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programs and other activities.

7.1 Implementation

HSB has an efficient management system in place to gather and assess data on students, professors, teaching staff, graduates, and other stakeholders, as well as key performance indicators and additional performance indicators for all operating staff. HSB uses different methods to gather and evaluate student data efficiently.

During the orientation phase, a survey is sent to incoming students. The survey's objective is to gather background data on students, including their region, ethnic, or provincial origin, socioeconomic status, place of attendance, etc. This helps to maintain a good start for the students when entering HSB. Main focus of this collected data are national students from the undergraduate and postgraduate programs, but also include on students from international backgrounds.

The academic progress of the student through the university's academic portal system (sv.hsb.edu.vn) and information systems may be monitored. Additionally, academic advisors can keep an eye on students' academic progress based on their GPA each semester, and the study programs portal to track students' academic progress. Additionally, the study program will intervene with students who have academic difficulties.

Additionally, each lecturer's information management on student satisfaction with the learning process is accessible at (gv.hsb.edu.vn). UPMO is a department that works to gather and report the evaluation results to the university leaders, which will then be submitted to the faculty, who will then forward them to the study program managers. Every semester, this evaluation is conducted on all courses and classes available at HSB. The Quality Control Group in each study program and the Quality Assurance Team at the faculty level will analyze and pay attention to proposals from the learning evaluation's findings for future improvements. The Deans, the secretaries of the study programs, and supporting lecturers will monitor the learning process feedback findings, particularly the unfavorable ones, to find solutions and raise the standard of instruction. The learning evaluation's findings are then assessed.

7.2 Assessment

HSB has a well-working information management system. The current and complete data structure is used for general feedback and the internal quality management system. The analysis of data is accompanied by quality assurance measures and planning of follow-up activities. HSB's information management system is comprehensive, and several departments are responsible for statistics and data management at the university level. The information collection, analysis and management system at the school is based on the use of information and communication technologies as well as supporting software.

HSB has the necessary procedures for collecting and analyzing information on programs at all levels (including key performance indicators, student body information, academic achievement levels, student performance and examinations). Educational resources and student support



services are made available to students. For most of the above criteria, the school has specific activities and uses the information received.

During the online-accreditation process, the expert group noted that HSB regularly collects and analyzes information about its programs, students, graduates, and its other activities as part of the quality management system and makes it available to the internal system for quality assurance. Both, students, and faculty at HSB are involved in the processes through a procedure and existing structures at the school. Nevertheless, it was made clear, that gathered information from the evaluation process is yet not feedbacked to the students itself. This should be taken into action for the further development process.

Confidentiality of information is ensured. Management of information security in the educational process at all levels of education is consistent with the mission of the school.

7.3 Conclusion

The criterion is **fulfilled**.

8 ESG Standard 1.8: Public information

Institutions should publish information about their activities, including programs, which is clear, accurate, objective, up-to date and readily accessible.

8.1 Implementation

HSB website acts as the main platform for users to search and browse for information and content online. The website is an external facing site designed for prospective and current students, prospective staff, and the public. HSB's website provides sufficient information on the university's activities to ensure accountability and transparency of the programs and university to students, staff, society, government, and other external stakeholders.

The school establishes periodic measures to maintain the social presence of the brand on its website. Those include professional training for staff who oversee content writing; monthly reports with focus on technical issues; establishment of Website Management Policy as a guide and framework as well as the brand identity to consistently build up the audience. It is essential to mention that Facebook plays a key role in HSB online presence and employer branding execution. Not only does it help to maintain a certain level of communication with students, and alumni but also with new candidates that are looking for new majors to study.

The recruitment information of the programs is disseminated through various media, events, and e-newspapers (such as www.dantri.com.vn). However, the online presence on various social media platforms such as Facebook and YouTube play an important role in contributing to the current recruitment success. Especially for undergraduate students, HSB sometimes pays visits to local high schools such as Nguyen Thi Minh Khai High School, Hanoi; Le Hong Phong High School, Nam Dinh; Tran Phu High School, Vinh Phuc, in the Northern Part of Vietnam so the high school students can have an opportunity to find out more about HSB's programs. For postgraduate students, an important channel that HSB often uses for recruitment is to work directly with Managers, Directors of public and private organizations and enterprises to understand their needs and at the same time pass on the message of how beneficial programs would be for the career of their employees via workshops or one to one consultation. As a matter of fact, HSB's postgraduate students often come from reputable



local, international, and global companies. Many of these events are communicated via mail, published on the official website, and posted on social media like Facebook and Instagram.

8.2 Assessment

HSB's website provides general information about the three faculties and the undergraduate and postgraduate programs offered by the school. The website also provides information about the mission and goals of VNU, HSB and the programs, as well as the requirements of a high school diploma with a minimum score for admission. It also provides a summary of program objectives, learning outcomes, and graduation requirements, which still lacks behind for international students. For example, HSB-website is mainly in Vietnamese with an English integration. Most of the information on the sub-pages linked here is in Vietnamese without any translation. However, all information should be provided in both languages and was discussed often in the discussion rounds. HSB will take care of this in the short term as promised by responsables during the accreditation procedure. The expert group discussed this point and accepted this due to the first attempts of the school in establishing international relevance.

HSB is very active on various social media platforms, mostly Facebook and Instagram to reach out to its relevant stakeholders. Therefore, also the website should be considered when international students are seeking for relevant information about the programs and other criteria to be part of HSB's international programs in English.

Besides this, student's activities are already very visible on the website and it is a very positive fact, that the experts would like to pay attention to. This is a very crucial part of HSB's recent activities and social engagement for students and even their families, seeking for additional information in English.

8.3 Conclusion

The criterion is **fulfilled**.

9 ESG Standard 1.9: On-going monitoring and periodic review of programs

Institutions should monitor and periodically review their programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the program. Any action planned or taken as a result should be communicated to all those concerned.

9.1 Implementation

VNU's Scientific & Training Council will be responsible for the review, approval, and rejection of the accreditation procedure. HSB conducts regular monitoring and review of study programs to ensure the learning outcomes are set and adapted to the needs of students and the community. An annual review is an objective evaluation process to assure that the implementation of activities at HSB follows the procedures and that the results align with the standards set by HSB. Whenever a breach in which the execution of the program does not meet the standards, corrective actions would be discussed and sanctioned. The effectiveness and productivity of the educational process at HSB can be represented by the length of the



graduate study period and the grade point average (GPA) of the graduates, as feedback from other stakeholders such as employers, students, and alumni.

To increase the effectiveness and productivity of the education process, HSB created policies related to service indicators on program implementation through user satisfaction surveys. The implementation of the survey was obtained from a series of quantitative research with survey methods whose sample was determined by random sampling technique. Furthermore, the survey was conducted on program service users at HSB. Data collection techniques included distributing questionnaires covering job recruitment, job performance, program feedback, lecturer feedback; complaints, suggestions, inputs handling; and information provision services at HSB.

The strength of HSB lies in decades of experience in training Undergraduate and Postgraduate students, many of whom are today high-profile leaders of public and private organizations. As alumni of HSB, they are also committed to supporting their alma mater to train the next generation(s). As a matter of fact, not only do they often come to campus to share their professional experiences with the current students, but they also provide them with good advice, and competitive job and internship opportunities.

9.2 Assessment

Quality assurance is a basic component of HSB's academic strategy, as the school was committed to providing high-quality education and support services to its students. To ensure that its academic programs and services meet the highest standards of quality, HSB has established a robust quality assurance framework that fulfills international standards.

The framework involved regular monitoring and evaluation of the institution's academic programs and services, as well as the implementation of continuous improvement initiatives. HSB used a range of tools and techniques, such as student surveys, faculty evaluations, and academic audits, to assess the quality of its programs and services. HSB also has an ongoing process for program development and review, which involved input from faculty members, industry partners, and other external stakeholders. This ensures that the institution's academic programs were up-to-date and relevant to the needs of the students and the industry. This results even into strategic partnerships with most of these companies, which keeps track of the programs in all directions.

Finally, HSB has a strong commitment to transparency and accountability, which was evident in its regular reporting and dissemination of information about its academic programs and services. This helps to build trust and confidence among the institution's stakeholders, and it also helped to identify areas for improvement and further development.

Overall, HSB's quality assurance framework is instrumental in ensuring that its academic programs and services met the highest standards of quality. This commitment to quality helps to enhance the institution's reputation, attracts young and also experienced talents, and provide students with the knowledge and skills they needed to succeed in their careers.

9.3 Conclusion

The criterion is **fulfilled**.



10 ESG Standard 1.10: Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis

10.1 Implementation

The External Quality Assurance process aims to maintain and improve HSB's higher education quality which will eventually benefit the students and employers. In the case of HSB, this process, under the administration of the Ministry of Education and Vietnam National University, Hanoi, also warrants transparency, fairness, and justice for all stakeholders involved in the learning process. Article 38, Circular No. 12/2017/TT-BGDĐT, dated 19/05/2017 (Appendix 38), states that Institutions should conduct external quality assurance on a 5-year basis while Article 6, Decision No. 628/QĐ-ĐHQGHN (Appendix 10), stated that VNU's school members not only need to fulfill with the requirements of the Ministry of Education but also are encouraged to seek for international accreditations. Aiming to be a leading regional B-school by 2030, HSB is going through the accreditation process with reputable local and international organizations such as ACQUIN and the Ministry of Education of Vietnam (MOET). At this moment, HSB is looking forward to all the programs being accredited in 2023 and before 2025, the plan for the school itself is to be entitled to international accreditation.

10.2 Assessment

HSB as an academic institution that is committed to providing high-quality educational programs to its students. To ensure that the quality of its programs remains high, the institution conducts ongoing and periodic reviews of its courses. While these reviews have been effective in maintaining the quality of the institution's programs, there is a need for the institution to conduct cyclical reviews by external experts to ensure that its programs remain relevant and of high quality.

External experts will always bring a fresh perspective and additional experience that can help institutions to identify areas for improvement and to make informed decisions about program revisions and updates. By engaging external experts in cyclical reviews, HSB could gain valuable insights into emerging trends in its fields of study, as well as best practices and innovations in the individual program outcomes and the program design of the curriculum itself. External experts and institutions will also provide feedback on the relevance and effectiveness of the school's programs, as well as recommendations for improving the quality and impact of these programs.

In addition to the benefits of engaging external experts, cyclical reviews also help to ensure that HSB meets the standards of its accrediting bodies in the long term. Many accrediting bodies require institutions to undergo periodic reviews by external experts to ensure that their programs meet the standards of the accrediting body. By conducting cyclical reviews by external experts, HSB will ensure that it remains in compliance with the standards of its accrediting bodies and that its programs continue to meet the needs of its students and the broader community. Overall, while HSB conducts ongoing and periodic reviews of its courses to maintain the quality of its programs, cyclical reviews by external experts are conducted as well.



10.3 Conclusion

The criterion is **fulfilled**.

IV Recommendation to the Accreditation Commission of ACQUIN

1 **Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version**

The study programs: Doctor of Management of Sustainable Development (**DMS**), Master of Business Administration (**HSB-MBA**), Master in Management of Nontraditional Securities (**MNS**), Master in Management of Technology and Entrepreneurship (**MOTE**) were assessed based on the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG) and the national or other relevant regulations.

The expert group concludes that the **ESG standards** 1.1 (Policy for quality assurance), 1.2 (Design and approval of programs), 1.3 (Student-centered learning, teaching and assessment), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (On-going monitoring and periodic review of programs) and 1.10 (Cyclical external quality assurance) are fully or partially fulfilled. The accreditation is conditional.

The assessment criteria are as follows:

Standard 1.1 Policy for quality assurance: Universities have a publicly accessible quality assurance strategy, which is part of their strategic management. This strategy is developed and implemented by internal stakeholder representatives through appropriate structures and processes, involving external stakeholders.

The criterion is **fulfilled**.

Standard 1.2 Design and approval of programs: Universities have procedures for the design and approval of their courses. The courses are designed in such a way that their objectives, including the desired learning outcomes, can be achieved. The qualification obtained during a degree program is clearly defined and communicated; it refers to the corresponding level of the national qualifications' framework for higher education and, consequently, the qualifications framework for the European Higher Education Area.

The criterion is **partially fulfilled**.

Standard 1.3 Student-centered learning, teaching and assessment: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

Standard 1.4 Student admission, progression, recognition and certification: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **partially fulfilled**.

Standard 1.5 Teaching staff: Universities ensure the competence of their teachers. They use fair and transparent procedures for the recruitment and further training of their employees.

The criterion is **fulfilled**.

Standard 1.6 Learning resources and student support: The university has adequate funding to finance study and teaching and ensure that there is always a sufficient and readily available range of learning and support available for their studies.

The criterion is **fulfilled**.

Standard 1.7 Information management: Universities ensure that they collect, analyze and use the relevant data relevant to the successful conduct of studies and other activities.

The criterion is **fulfilled**.

Standard 1.8 Public information: Universities publish easily understandable, correct, objective, up-to-date and well-accessible information about their activities and courses of study.

The criterion is **fulfilled**.

Standard 1.9 On-going monitoring and periodic review of programs: Universities are constantly monitoring their courses and regularly reviewing them to ensure that they achieve the goals set and meet the needs of students and society. The tests lead to a continuous improvement of the courses. All affected parties will be informed about any measures planned or resulting from this.

The criterion is **fulfilled**.

Standard 1.10 Cyclical external quality assurance: Universities regularly undergo external quality assurance procedures in accordance with the ESG.

The criterion is **fulfilled**.

National criteria: if applicable, national criteria are integrated in the ESG standards or listed separately.

The peer-review experts note that this is the first accreditation and therefore, recommendations from previous accreditation procedures could not have been considered during this accreditation.

2 Accreditation Recommendation

The peer-review experts recommend an **accreditation with conditions** for the accreditation of the Postgraduate programs: Doctor of Management of Sustainable Development (**DMS**), Master of Business Administration (**HSB-MBA**), Master in Management of Nontraditional Securities (**MNS**), Master in Management of Technology and Entrepreneurship (**MOTE**).

Accreditation with conditions: Partial compliance with the standards

The institutional structures and performance do not completely fulfil at least one criterion. Certain aspects must be revised to ensure compliance with the standards. Unfulfilled criteria are likely to be met and must be fulfilled within the specified time period. As soon as condition(s) are fulfilled, the accreditation is granted for the complete accreditation period.

The HEI can suspend the procedure in order to extend the timeframe for rectifying the major deficiencies.

The peer group **proposes the following accreditation:**

- Accreditation with conditions

The peer-review experts recommend the following **conditions and recommendations:**

2.1 Conditions (all programs)

Condition 1 (all programs) - Develop the academic character of the programs [ESG 1.2]: The academic character of the programs requires further development. Besides the well-established development of applicable skills, the theoretical and scientific foundation of all postgraduate programs must be increased. This includes mostly to upgrade all basics courses in the programs.

Condition 2 (all programs) - Develop English as scientific language [ESG 1.2]: The primary language of instruction in the programs is Vietnamese. However, it is necessary to incorporate English as a foundational component of the academic education within the programs. This integration is essential to provide international students with suitable



opportunities to pursue their studies effectively. There must be an option of courses taught in English each semester to fit international students` needs.

Condition 3 (all programs) - Documents available in English [ESG 1.2]: All relevant documents and content on the learning platform(s) must be available in English to ensure equitable opportunities for both domestic and international students.

Condition 4 (all programs) - Additional information in the study plans [ESG 1.2]: The given documents need to be updated to showcase workload, research assignments and the respective teaching language.

Condition 5 (all programs) - Additional information published on the website [ESG 1.4]: The published information and application requirements on the website need to provide a suitable and consistent description of entry requirements, the programs, modules, and staff profiles in English. This makes it even more suitable for the different target groups within or outside of Vietnam.

2.2 Conditions for Doctor of Management of Sustainable Development: (DMS)

Condition 6 (DMS program)- Additional information in the study plans [ESG 1.2]: The published documents to describe the DMS program must include - module descriptions for the foundational courses, for research topics 1-3, literature and presentation, doctorate dissertation and related literature in English.

2.3 Recommendations (all programs)

Recommendation 1 (all programs) - Include qualitative research and business experiments [ESG 1.2]: Include qualitative research and business experiments should be included in the research methodology to maintain the scientific approach in each program. This is strengthening all research-related activities over time on a postgraduate level.

Recommendation 2 (all programs) - Real choice of electives [ESG 1.2]: To ensure a diverse selection of elective courses for each student, HSB should ensure that every student has the opportunity to choose from a range of individual course options as part of their individual specialization.



V Decisions of the Accreditation Commission of ACQUIN

Based on the evaluation report of the expert group and the statement of the Higher Education Institution, the Accreditation Commission of ACQUIN has made its decision on 04 December 2023.

The study programmes are accredited with the following general and specific conditions and recommendations:

General conditions:

- **Develop the academic character of the programs [ESG 1.2]:** The academic character of the programs requires further development. Besides the well-established development of applicable skills, the theoretical and scientific foundation of all postgraduate programs must be increased. This includes mostly to upgrade all basics courses in the programs.
- **Develop English as scientific language [ESG 1.2]:** The primary language of instruction in the programs is Vietnamese. However, it is necessary to incorporate English as a foundational component of the academic education within the programs. This integration is essential to provide international students with suitable opportunities to pursue their studies effectively. There must be an option of courses taught in English each semester to fit international students` needs.
- **Documents available in English [ESG 1.2]:** All relevant documents and content on the learning platform(s) must be available in English to ensure equitable opportunities for both domestic and international students.
- **Additional information in the study plans [ESG 1.2]:** The given documents need to be updated to showcase workload, research assignments and the respective teaching language.
- **Additional information published on the website [ESG 1.4]:** The published information and application requirements on the website need to provide a suitable and consistent description of entry requirements, the programs, modules, and staff profiles in English. This makes it even more suitable for the different target groups within or outside of Vietnam.

General recommendations for all study programmes:

- **Include qualitative research and business experiments [ESG 1.2]:** Include qualitative research and business experiments should be included in the research methodology to maintain the scientific approach in each program. This is strengthening all research-related activities over time on a postgraduate level.
- **Real choice of electives [ESG 1.2]:** To ensure a diverse selection of elective courses for each student, HSB should ensure that every student has the opportunity to choose from a range of individual course options as part of their individual specialization.

Doctor of Management of Sustainable Development (DMS, P2023HSB08):

The study program “Doctor of Management of Sustainable Development” (DMS, P2023HSB08) is accredited with a following specific condition:

- **The published documents to describe the DMS program must include - module descriptions for the foundational courses, for research topics 1-3, literature and presentation, doctorate dissertation and related literature in English.**

The accreditation is valid until 04 September 2025.



The Higher Education Institution must submit documents that prove the fulfilment of the condition by 22 December 2024. If the Accreditation Commission comes to the conclusion that the condition is fulfilled, the accreditation will be extended until 30 September 2030. If the Higher Education Institution fails to prove the fulfilment of the condition in due time, the accreditation will not be extended.

The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until 22 January 2024.

Master of Business Administration (HSB-MBA, P2023HSB05):

The study programme “Master of Business Administration” (HSB-MBA, P2023HSB05) is accredited without any specific conditions.

The accreditation is valid until 04 September 2025.

The Higher Education Institution must submit documents that prove the fulfilment of the condition by 22 December 2024. If the Accreditation Commission comes to the conclusion that the condition is fulfilled, the accreditation will be extended until 30 September 2030. If the Higher Education Institution fails to prove the fulfilment of the condition in due time, the accreditation will not be extended.

The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until 22 January 2024.

Master in Management of Nontraditional Securities (MNS, P2023HSB07):

The study programme “Master in Management of Nontraditional Securities” (MNS, P2023HSB07) is accredited without any specific conditions.

The accreditation is valid until 04 September 2025.

The Higher Education Institution must submit documents that prove the fulfilment of the condition by 22 December 2024. If the Accreditation Commission comes to the conclusion that the condition is fulfilled, the accreditation will be extended until 30 September 2030. If the Higher Education Institution fails to prove the fulfilment of the condition in due time, the accreditation will not be extended.

The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until 22 January 2024.

Master in Management of Technology and Entrepreneurship (MOTE, P2023HSB06):

The study programme “Master in Management of Technology and Entrepreneurship” (MOTE, P2023HSB06) is accredited without any specific conditions.

The accreditation is valid until 04 September 2025.

The Higher Education Institution must submit documents that prove the fulfilment of the condition by 22 December 2024. If the Accreditation Commission comes to the conclusion that the condition is fulfilled, the accreditation will be extended until 30 September 2030. If the Higher Education Institution fails to prove the fulfilment of the condition in due time, the accreditation will not be extended.

The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will



remedy the deficiencies within the given time frame. This statement must be submitted until 22 January 2024.